

# Characteristics of Highly Effective Administrators

The NWRCC developed the following draft statements from input provided at the December 2011 Focus Group meeting. These characteristics separate a highly effective administrator from a competent administrator.

## Political Leadership

**Effective and Proactive Communicator**—Proactively and effectively communicates the vision and goals of the school, plans for the future, and successes and challenges to all stakeholders.

**Responsive to Input**—Actively seeks out input from stakeholders and takes all perspectives into consideration when making decisions.

**Garners Support**—Is an ambassador for education, the school, teachers, parents, and students that engenders support.

## Managerial/Administrative Leadership

**Balances Priorities**—Organizes time and delegates responsibilities to balance administrative/managerial, educational, and political leadership priorities.

**Fosters Shared Leadership**—Fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and encourages professional growth.

**Maintains Accountability**—Establishes high standards of accountability for self and others.

**Continuous Improvement of Leadership**—Is motivated to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

**Encourages Innovation**—Employs innovative and effective solutions to complex problems.

## Educational/Instructional Leadership

**Instructional Vision**—Ensures that instructional practices are guided by a common, research-based instructional vision that articulates what students do to effectively learn the subject.

**Continuous Improvement of Instruction**—Aligns resources (i.e., professional development, allocation of teacher time, budget decisions), policies, and procedures (i.e., school improvement plans, teacher evaluation) toward continuous improvement of instructional practice guided by the instructional vision.

**High Expectations**—Sets high expectation for all students academically, behaviorally, and in all aspects of student wellbeing.

**Constructive School Culture**—Establishes a safe, collaborative, and supportive school culture that places high priority on ensuring that students are successful in school and in life.